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ABSTRACT

This instructor's manual contains activities for teaching students about occupational categories, job requirements versus personal characteristics, the steps to take in making an occupational choice, and the vocational training programs offered by area vocational centers. It is designed for use in six to eight periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 4 student worksheets and 11 transparency masters for duplication. (KC)

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WORLD OF WORK — CHOOSING A CAREER

Kit No. WW-704

INSTRUCTOR'S MANUAL

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina 29201

1984

CG040654

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TITLE OF ACTIVITY

Kit No. WW-704, World of Work -- Choosing A Career

DURATION

Main Activity -- 6 to 8 periods

IMPLEMENTATION REQUIREMENTS

Each student will work individually. As the student investigates jobs in the community and makes use of available resource material, he/she will begin a selection process. The student will make a tentative occupational choice.

GOALS

The student will gain an understanding of the five broad occupational categories; unskilled, semiskilled, skilled, technical, and professional.

The student will be exposed to the thirteen occcupational categories used by the South Carolina Employment Security Commission.

The student will learn the steps to take in making an occupational choice.

The student will learn about job requirements and how important personal characteristics are in career selection.

The student will be made aware of the vocational training programs offered at the area vocational center.

INSTRUCTIONAL OBJECTIVES

The student will write in the information required on the Occupational Listing Form concerning jobs in the community.

The student will write in the information required on the Occupational Fact Sheet for at least one occupation in each of the thirteen occupational categories.

Using guidance material, the student will describe why and/or why not he/she would consider the occupation selected from the game cards as a possible career based on job requirements.

Using a work sheet, the student will write the information required concerning the area vocational center.

Using a work sheet, the student will develop, in writing, a tentative occupational plan.

VOCATIONAL CLUSTERS

Agriculture Education
Marketing and Distributive Education
Health Occupations Education
Trade and Industrial Education

ACTIVITY IMPLEMENTATION

A. Activity Description

Through use of transparencies, class discussions, and written exercises, the student will have a chance to look at various occupational categories. The student will also understand the steps required in making an occupational choice and how to match job requirements with personal characteristics.

B. Safety

Rules common to classroom safety should be observed.

C. Materials Required

1. Audio Visual Equipment

   Projection screen
   Overhead projector

2. Technical Materials

   A variety of game cards
   Transparencies:
   --Unskilled

--Semiskilled
--Skilled
--Technical
--Professional
--Steps in Choosing A Career
--Physical Characteristics Affecting Job Choice
--Personal Likes and Dislikes Affecting Job Choice
--Interests
--Abilities
--Advancement Possibilities

Resources

SCOIS Terminal or SCOIS Printer/Reader
Occupational VIEW Decks
Career World Magazine
Occupational Outlook Handbook
Dictionary of Occupational Titles
Job Seeking — How & Where. Office of Vocational Education.
South Carolina Career Guide. Educational Referral Services of U.S.C.

3. Expendable Materials

(Most of these are available as school supplies)
Pencils with erasers (Have students bring these.)
Paper for activities

D. Preparation Prior To Class

Make game cards with occupations.
Study materials.
Duplicate student work sheets.
Obtain and set up required audio visual equipment.
Contact guidance counselor about giving "Aptitude and Interest Test."
Contact guidance counselor about giving "Aptitude and Interest Test."
Contact area vocational school or technical college to arrange visit by students. Check with your principal about a date for visit and plans for transportation.

E. During Class Session

Discuss with your students the five broad occupational categories outlined on transparencies 1 - 5.

Using student work sheet 1, have your students identify one job which will fit in each of the five categories.

Explain to students the career clusters used by the Employment Security Commission in South Carolina. They should be familiar with these categories if they seek employment through the Commission. Introduce students to the resources available for career information.

After each category, have the students fill out an Occupational Fact Sheet on an occupation in the category. Students can then place these in a career choice folder.

Using transparency 6, discuss with the students the steps usually followed in making a wise occupational choice.

Steps in Choosing A Career

a. Consider interest, abilities, potential training in area.
b. Consider requirements, working conditions, and other characteristics of the job.
c. Make a choice which matches personal characteristics with the job.
d. Learn as much as possible about a job and how advancement is accomplished.
e. Prepare written plans for developing skills and other characteristics needed for occupational success.
f. Prepare for adjustments in changes of individuals or occupational situation.

In this discussion, have your students give examples where applicable under various steps or you might use your own experiences to explain or define some specific instances.

Using transparencies 7 to 11, discuss with the students the areas or points which should be considered when studying a job.

a. Personal characteristics
b. Job requirements
c. Interests and abilities
d. Advancement possibilities
e. Other items the student feels are important

Ask the guidance counselor to give class "Aptitude and Interest Test" and to explain the purpose and benefits of the test.

Ask students to select a person they like and admire for his/her job success and let them answer the questions on student work sheet 2.

Discuss the various selections when students complete their answers.

Using the game cards, cards with job titles, have each student select or randomly give out one card to each student. Each student will then determine the job requirements using the available guidance material.

Even student will then tell the class why and/or why not he/she would want to follow this job as an occupational choice.

Contact your area vocational education center or technical college to schedule a field trip for the class. Arrange for transportation with the principal. Find out if it is necessary to have permission slips from parents for students to go. After trip has been taken, let students complete form on "Visit to Area Vocational Center or Technical College," student work sheet 4.

Have each student develop a tentative plan for developing the skills and characteristics needed for success in a field of his/her interests by using student work sheet 3.

MASTERS FOR DUPLICATION

Occupational Fact Sheet
Student Work Sheet 1 -- Occupational Listing Form
Student Work Sheet 2 -- Job Success
Student Work Sheet 3 -- Tentative Occupational Plan
Student Work Sheet 4 -- Visit to Area Vocational Center or Technical College

CAREER CLUSTERS

TEACHER RESOURCE

Jobs can be divided into clusters. Write the number of career cluster which best describes the work situation you desire.

1. Business and Office - Jobs in this area are located in the organization, administration, and general operations of governments, industries, and businesses.

2. Agriculture - This area is concerned with conservation and the production, marketing, or servicing of agricultural products.

3. Repairs and Mechanics - Occupations in this area deal with the servicing and/or repairing of machines or products.

4. Health Occupations - Careers in this field deal with providing services and/or products relating to the health of people or animals.

5. Social Services - These occupations are concerned with the study of societies and/or the performance of a variety of social or religious services.

6. Design, Communication, and Art - Careers in this area are concerned with the creation and/or transfer of ideas or information.

7. Science and Technical Occupations - These areas are concerned with solving problems, developing innovations, or providing scientific or technical services.

8. Transportation - Occupations in this field deal with the movement of people and/or goods from one place to another.

9. Construction - These occupations are involved with the building and maintenance of various types of structures.

10. Sales - Occupations in this area are concerned with the selling or marketing of products and/or services.

11. Education - Occupations in this field deal with helping individuals develop skills and acquire knowledge.

12. Personal Services - These occupations are concerned with meeting the needs of individuals by providing household, food, cleaning, personal, communication, or protective services.

13. Manufacturing - Occupations in this area deal with the changing of raw materials into useful products.

SUGGESTED OCCUPATIONS FOR GAME CARDS

TEACHER RESOURCE

Sales	Sales agent or travel agent, real estate, automobile sales, insurance sales, buyer, public relations, manufacturer's representative
Management	Hotel/motel, restaurant, store or office manager, president of a business organization, government administrator
Education	Nursery school instructor, elementary or high school teacher, college or university professor, home economist, vocational instructor, librarian
Social Services	Psychologist, sociologist, counselor, social worker, probation officer, historian
Customer Services	Waiter/waitress, flight attendant, barber/beautician, taxi or bus driver, security guard
Clerical Work	Receptionist, typist, secretary, key punch operator, cashier, bank teller, medical records clerk, telephone operator, stenographer
Legal	FBI agent, lawyer, judge, paralegal assistant, claims adjuster
Data Analysis	Computer operator, bank loan officer, accountant, auditor
Skilled Crafts	Carpenter, electrician, mechanical, cook, tailor, electronic technician, air traffic controller, surveyor, airplane pilot
Math/Science	Architect, engineer, mathematician, computer programmer, chemist, physicist, biologist
Medical/Dental	Doctor, optometrist, veterinarian, dentist, dental hygienist, pediatrician, physical therapist
Literary	Journalist, reporter, editor, novelist, playright, translator
Art	Interior decorator, commercial artist, photographer, painter, illustrator, clothes designer
Nature	Manager of seed, grain, fertilizer, plants, livestock, forest ranger
Physical	Coach, professional athlete, sports officiator
Entertainment	Radio/television announcer, comedian, model, actor/actress

OCCUPATIONAL FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

STUDENT WORK SHEET 1

OCCUPATIONAL LISTING FORM

Please answer the following questions concerning jobs performed in your community. You may ask a parent, other adults, or friends to assist you.

1. Name one unskilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

2. Name one semi-skilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

3. Name one skilled occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

4. Name one technical occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

5. Name one professional occupation: _____
   a. How many years of education is needed to do this job? _____
   b. How many years of school beyond high school is needed to do this job? _____
   c. How many years of on-the-job experience is required to do this job? _____

STUDENT WORK SHEET 2

JOB SUCCESS

Select a person whom you like and admire. Study this person's job success by answering the following questions.

List his/her interests, abilities, and training. _____

_____

_____

_____

_____

Show how his/her personal characteristics fit the job. _____

_____

_____

_____

_____

Find out how he/she was selected for the job. _____

_____

_____

_____

_____

Does he/she anticipate a promotion -- what is he/she doing as preparation for the promotion? _____

_____

_____

_____

_____

What would be your plan to prepare for a similar job? _____

_____

_____

_____

_____

STUDENT WORK SHEET 3

TENTATIVE OCCUPATIONAL PLAN

Job area _____

_____

Does the future look good for this occupation? _____

_____

Training needs _____

_____

_____

_____

Where can I get this training? _____

_____

_____

_____

Will I need training in the future? _____

_____

_____

_____

Where can I get this training? _____

_____

_____

_____

STUDENT WORK SHEET 4

VISIT TO AREA VOCATIONAL CENTER OR TECHNICAL COLLEGE

Name of Center or College _____

_____

Location of Center _____

_____

Director of Area Center or College _____

_____

Date Center Opened _____

_____

Number of students who can attend this area center or college _____

_____

Department visited _____

_____

Name of Department Head _____

_____

Equipment in department which interested me _____

_____

Cost of course which interested me _____

_____

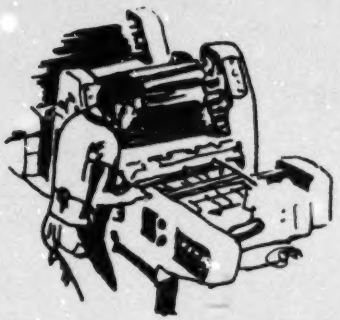
Number of students presently enrolled in department _____

_____

UNSKILLED - WORK THAT REQUIRES PRACTICALLY NO TRAINING OR EXPERIENCE FOR ITS ADEQUATE OR COMPETENT PERFORMANCE

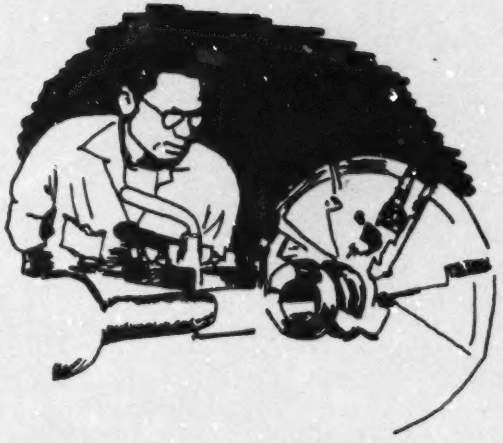
Transparency No. 1

SEMISKILLED - HAVING OR REQUIRING MORE TRAINING AND SKILL THAN UNSKILLED LABOR, BUT LESS THAN SKILLED LABOR



Transparency No. 2

SKILLED - LABOR THAT REQUIRES SPECIAL TRAINING FOR ITS SATISFACTORY PERFORMANCE



Transparency No. 3

TECHNICAL - SKILLED IN OR FAMILIAR IN A PRACTICAL WAY WITH A PARTICULAR ART OR TRADE

Transparency No. 4

PROFESSION - A VOCATION REQUIRING KNOWLEDGE OF SOME DEPARTMENT OF LEARNING OR SCIENCE

Transparency No. 5

STEPS IN CHOOSING A CAREER

1. CONSIDER YOUR INTEREST, ABILITIES, THE POTENTIAL TRAINING IN YOUR AREA.

2. CONSIDER JOB REQUIREMENTS AS RELATED TO PERSONAL CHARACTERISTICS.

3. MAKE A TENTATIVE CHOICE MATCHING YOUR PERSONAL CHARACTERISTICS WITH THE SELECTED JOB.

4. STUDY JOB AND ADVANCEMENT POSSIBILITIES.

5. WRITE A PLAN TO PREPARE FOR THE JOB
   - A. SKILLS NEEDED TO ENTER
   - B. CHARACTERISTICS NEEDED FOR SUCCESS

Transparency No. 6

PHYSICAL CHARACTERISTICS AFFECTING JOB CHOICE

STRENGTH

PHYSICAL STAMINA

VISION

HEARING

HEIGHT AND WEIGHT

PHYSICAL HANDICAPS

Transparency No. 7

PERSONAL LIKES AND DISLIKES AFFECTING JOB CHOICE

DO YOU LIKE WORKING WITH PEOPLE ?

DO YOU LIKE WORKING WITH OBJECTS ?

DO YOU LIKE WORKING INDOORS OR OUTDOORS ?

DO YOU LIKE TO WORK ALONE ?

DO YOU LIKE WORKING UNDER CLOSE SUPERVISION ?

DO YOU LIKE WORK WHICH CAUSES YOU TO GET DIRTY ?

DO YOU LIKE WORK WHICH ALLOWS YOU TO STAY CLEAN ?

CAN YOU WORK UNDER PRESSURE ?

DO YOU LIKE WORKING WITH YOUR HANDS ?

Transparency No. 8

INTERESTS

ARTISTIC
ATHLETICALLY INCLINED
CLERICAL
COMMUNITY SERVICE
GROWING THINGS
MECHANICAL
MUSICAL
OUTDOOR
PERSUASIVE
SCIENTIFIC
SOCIAL ACTIVITIES

Transparency No. 9

ABILITIES

ABSTRACT REASONING
CLERICAL APTITUDE
FINGER DEXTERITY
MANUAL DEXTERITY
MATHEMATICAL
MECHANICAL REASONING
MOTOR COORDINATION
READING

Transparency No. 10

ADVANCEMENT POSSIBILITIES

IS IT A DEAD END OCCUPATION ?

ON THE JOB TRAINING ?

WHAT OTHER KINDS OF JOBS COULD IT LEAD TO IN FIVE YEARS ?

LEARN NEW SKILLS ?

EXPECTED EARNING CAPACITY ?